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ABSTRACT

An instructor's guide for the presentation of an adult secretarial/business education course is presented. It is divided into 10 lessons. The first four lessons cover the factors in people and groups which are fundamental to an understanding of environmental (or human) relationships in business. The rest of the lessons take up specific aspects of the business environment. Lessons 4 through 9 show references to case problems which can be of aid to the instructor. (CK)

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INSTRUCTOR'S GUIDE FOR AN ADULT COURSE

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ENVIRONMENTAL RELATIONSHIPS IN BUSINESS

Part I in a Series

Preparation for CERTIFIED PROFESSIONAL SECRETARY Examination

AC014294

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Albany, New York 12224

Environmental Relationships in Business

A Suggested Adult Business Education
Course

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Albany, New York 12224
1972

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Foreword

The course described in this booklet is generally given as a review for those preparing to take Part I of the Certified Professional Secretary (CPS) examination. This examination is given by the National Secretaries Association (International); Part I bears the same title as this booklet. This course can also be the basis of a class for those secretaries wishing to update their skills in human relations as it applies to an organization.

Information about the CPS examination can be obtained from the headquarters office of the Institute for Certifying Secretaries, National Secretaries Association (International), 616 East 63d Street, Kansas City, Missouri 64110.

Six courses to cover the six parts of the CPS examination were planned by a committee consisting of the following: Marian N. Batten, CPS, secretary to the manager of Nonexempt Compensation and Benefits, General Electric Company, Schenectady; Hobart H. Conover, Chief of the Bureau of Business Education; Carla V.R. Delray, CPS, manager of Office Services and Corporate Planning Administration, Mohasco Industries, Amsterdam; Adrian C. Gonyea, dean, School of Business, Hudson Valley Community College, Troy; E. Noah Gould, associate, Bureau of Continuing Curriculum; Florence E. Graham, chairman, Business Education Department, Draper High School, Rotterdam; Margaret A. McKenna, associate professor of business education, State University of New York at Albany; B. Bertha Wakin, professor of business education, State University of New York at Albany; and Eugene Whitney, associate, Bureau of Business Education. Mr. Gould and Mr. Whitney were cochairmen.

This course *Environmental Relationships in Business* (which is the second of the CPS series to be published) was written by Miss McKenna, while Miss Wakin directly supervised the writing and is to coordinate the content among the courses in the series. (The first one published was *Communications and Decision Making, Part V* of the series.) Mr. Gould did the final editing of this manuscript and is in general charge of the series.

We acknowledge with thanks the permission granted by the Institute for Certifying Secretaries of the National Secretaries Association (International) to publish the 1970 CPS examination which appears in the appendix of Part V.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education
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GORDON E. VAN HOOFT, *Director*
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Message to the Instructor

The human resources in business and other organizations are far more important than the economic and physical resources. Therefore an understanding of human behavior, and skill in human relations are especially important to those with any responsibility for coordination among employees. Specifically, this understanding and skill are important to a top level secretary.

This instructor's guide is intended as an aid in the presentation of a well organized course. Since it is a review course, those entering it are expected to have a good background in the subject content. Upon completion of the course the student should have a better understanding of environmental (or human) relationships in an organization, and should have an improvement in human relations skills. The content follows closely the topics suggested in the study guide published by the Institute for Certifying Secretaries. The left-hand column of each page of text presents topics to be covered; the right-hand column gives more detailed ideas on the content, references, and teaching suggestions.

This course is suitable for use in the adult education programs of school districts and of Boards of Cooperative Educational Services (BOCES), and possibly in the community colleges of New York State. The instructor should be a person with academic background in the social sciences underlying human relations, with working experience in an organization, and with experience in teaching adults. Such an instructor can usually be obtained from the faculty of a college or high school. A certified professional secretary with adequate background and experience could also be a suitable instructor.

The content of this course can generally be covered in 10 sessions of 3 hours each, but this pattern is by no means universal, nor is it mandatory in any sense. For those students who wish to cover some topics in greater depth, the instructor may wish to suggest materials for independent study.

An instructor or administrator who needs help in planning or conducting a course using this publication may contact the Bureau of Business Education.

HOBART H. CONOVER, *Chief*
Bureau of Business Education

ROBERT H. BIELEFELD, *Director*
Division of Occupational Education Instruction

Contents

	Page
Foreword	iii
Message to the Instructor	iv
Introduction	1
Lesson 1 The Nature of Human Abilities	3
Lesson 2 Motivation	6
Lesson 3 Frustration and Conflict	8
Lesson 4 Group Behavior	10
Lesson 5 The Business Organization and the Individual	12
Lesson 6 Role of the Supervisor	14
Lesson 7 Problems of Motivation	17
Lesson 8 Downward Communication	19
Lesson 9 Upward Communication	21
Lesson 10 Listening	23
Bibliography	25

Introduction

The pages following will indicate to the instructor the suggested scope and content of the course. The first four lessons cover the factors in people and groups which are fundamental to an understanding of environmental (or human) relationships in business. The rest of the lessons take up specific aspects of the business environment.

Lessons 4 through 9 show references to case problems which can be very helpful to the instructor. For best results the instructor should assign these cases for preparation by students before they are discussed in class. Following are some suggested steps for preparing a case, which the instructor may wish to pass on to the students.

1. Read the case thoroughly and completely. If it is long summarize the pertinent information.

2. Formulate an analytical statement of the problem. Show which person or persons must take action, and why some action must be taken at this time.

3. List the key decisions and courses of action which can be taken. These are hypotheses which will require testing in the light of evidence available in the case material.

4. For each statement raise the questions which require answers.

5. Tentatively weigh the evidence and select the course of action which can best be supported.

6. Organize the evidence to support your case.

In discussing the case in class, the instructor will probably find steps 3 through 6 very helpful. In most cases no one course of action

will clearly appear as the best one. At any rate, two or more courses of action should be analyzed and discussed. Perhaps each one should be presented and defended by a separate student.

In those cases where it appears desirable, one course of action can be agreed upon as the best. In other cases it may be best to analyze and discuss two or more courses of action without clearly deciding between them. Whichever approach is followed, the analysis and discussion will usually provide considerable learning.

Lesson 1
The Nature of Human Abilities

OBJECTIVES

To present an overview of the course
To give students an understanding of the nature of human abilities

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. Introduction to the Course	Introduce yourself and have the students introduce themselves. Suggest that students give name, employment information, reason for taking course. Try to achieve an informal class atmosphere.
A. Course purpose	The secretary's role requires contact with peers, subordinates, and superiors in the organizational setting. Effectiveness in the human relations of the job depends on an understanding of human needs and motivations as well as the principles of communication, supervision, and leadership. This course will attempt to review those principles and discuss them in the context of the business situation.
B. Textbooks and references	Students should have a basic psychology textbook. Any one of the following would be appropriate: Kalish, Morgan, Stagner, or Swift.*

*Full reference citations are given in the bibliography.

	For some topics the teacher may need to refer to a text in industrial psychology such as Blum or McGregor. The teacher may also want to refer to a text in the principles of management, such as McFarland. Periodicals such as Administrative Management, Fortune, Harvard Business Review, and Management Services will also be helpful.
C. Course content	Discuss in general terms the content of the course, mentioning the content of each lesson. The first three sessions will be concerned with understanding the individual--his abilities, his motivations, his conflicts. The other sessions will be devoted to a study of the individual in his relations with others--his behavior within a group, the impact of the business organization on an individual, theories of motivation, and communication within an organization.
II. The Nature of Human Abilities	Introduce the concept that people differ from one another in a great many ways--in interests, abilities, motivations, personality, education, and skills. Of all these, one of the most important is *abilities*. Knowingly or not, we are constantly making estimates of someone's ability. These estimates may be crude. They may be based on too little information. They often turn out to be wrong. But we make them anyway. Teacher references: Morgan, Chap. 14; Swift, Chap. 10 and 11.
A. Development of abilities	Discuss kinds of ability, ability versus achievement, measures of ability, and group differences in ability (sex, age, environment).
B. Intelligence	Intelligence may be defined as that measurable behavior of man which is thought to represent the quality of brain function. Discuss intelligence and its measurement.

Teacher references: Morgan, Chap. 14; Swift, Chap. 10.

C. Aptitudes

Aptitude is a future reference in that it shows skills and abilities as they are, relative to the likelihood of improvement.

Intelligence tests measure general aptitude or general ability. Vocational aptitude tests measure abilities required for vocational success.

Interests must also be considered in relation to aptitudes. To succeed in a given activity a person must have both an aptitude for it and an interest in it.

Teacher references: Morgan, Chap. 14 and 18; Swift, Chap. 11.

D. Personality

The study of personality includes the individual as a whole and the interplay between him and other individuals in the normal course of living.

Discuss personality characteristics, measurement, and development.

Discuss individuality: uniqueness of personality, personality changes, the concept of self.

Teacher references: Morgan, Chap. 15; Swift, Chap. 12.

Lesson 2

Motivation

OBJECTIVES

To give students an understanding of the nature of motivation

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. Nature of Motivation	Motivation is a general term referring to states that motivate behavior, to the behavior motivated by these states, and to the goals or ends of such behavior. In this session we will be concerned with the states that motivate behavior, commonly referred to as motive, drive, or need. A motive is whatever moves or incites to action. Drive is sometimes used in place of motive and has a similar connotation of being an impetus to behavior. A motive or drive may arise from a need--a lack of something required for the survival, health, or well-being of an individual.
A. Physiological drives	Physiological drives have their origin in some internal need or in a physiological condition within the body. Discuss the principal physiological drives: warmth, cold, pain, thirst, hunger, sleep, and sex.

B. General drives

General drives are unlearned drives that play an important part in normal behavior. They include drives for activity, for perceiving the world, for exploring and manipulating things, for contact with other people and things; they also include the fear drive.

Teacher references: Morgan, Chap. 3; Swift, Chap. 3.

II. Hierarchy of Needs

Needs are most frequently described as existing in the form of a hierarchy or a continuum.

A. Primary needs

Primary needs are the basic physiological ones required for maintenance of bodily functions and hence, existence.

B. Secondary needs

Secondary needs are psychological and sociological in nature. They are strongly conditioned by culture, society, and a person's personality or temperament.

Discuss the hierarchical concept of needs in relation to the human resources at work in a company.

Individual workers have many similarities and many differences. A fundamental element in management thinking is the fact that every individual is a unique personality. The uniqueness of the human personality suggests that it is not possible to find stereotyped ways of dealing with people on a face-to-face basis. Rules of human relations cannot be established which will yield equally effective results with all workers.

Teacher reference: McFarland, Chap. 23.

Lesson 3

Frustration and Conflict

OBJECTIVE

To give students an understanding of the nature of frustration and conflict

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. Nature of Frustration	Conflict and frustration are inevitable elements in living and may occur more frequently for some than for others. At times they are of long duration and are very distressing. But they are common to all and we generally meet them every day. In some manner we learn to cope with them and to restore ourselves to an adjusted state. Frustration is caused by the checking, halting, or blocking of the satisfaction of a need. The individual is frustrated by delay, interference, or inadequate skill. Something slows down the completion of the motivational process: a barrier shuts off the goal, or the individual realizes his inability to reach the goal. Frustration can be very temporary or can exist throughout a lifetime.

A. Effects of frustration	Discuss what happens to a person when he is frustrated, and the effects of prolonged frustration.
B. Defense mechanisms	Discuss the devices that a person uses unconsciously to protect himself against ego-involving frustrations.
C. Reactions to frustration	Discuss the neurotic and psychotic reactions to frustration.
II. Nature of Conflict	Conflict frustration occurs within the person when two motives somehow conflict: the satisfaction of one means the frustration of the other.
A. Approach-approach conflict	Approach-approach conflict is a conflict between two positive goals--goals that are equally attractive at the same time.
B. Avoidance-avoidance conflict	Avoidance-avoidance conflict involves two negative goals.
C. Approach-avoidance conflict	In approach-avoidance conflict, a person is both repelled and attracted by the same goal object.
D. Resolution of conflict	Discuss resolving conflict by achieving self-understanding. The well-adjusted person recognizes that in life there is little chance of being completely free of conflict and frustration.
	Teacher references: Morgan, Chap. 5 and pp. 181-184; Swift, Chap. 13.

Lesson 4

Group Behavior

OBJECTIVE

To give students an understanding of group behavior

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. The Structure and Organization of Groups	Each member of a society not only has his status roles and social class, he is also a member of a large number of groups. His behavior affects the group, and the group affects his behavior.
A. Conformity to group norms	Groups of which we are members influence our behavior in various ways, but probably the strongest and most pervasive influences are group norms. A group can expect certain behavior from us because it confers its disapproval on us if we do not do what is expected. Discuss why people conform to group norms.
B. Factors affecting conformity	In addition to fear of disapproval and the belief that the group is correct, there are other factors that affect conforming behavior: attraction to the group, perceived consensus within the group, and acceptance by the group.

	Discuss these factors.
C. Communication within the group	Consider the influence of communication on members of the group and the communication structures that form within groups. Teacher references: Morgan, pp. 511-519; Blum and Naylor, pp. 409-413; Megginson, Chap. 27.
II. Leadership	One of the most important characteristics of groups is that they have leaders.
A. Personalities of leaders	Discuss the personality traits which characterize leaders.
B. Formal and informal leaders	Distinguish between these two basic types of leaders and their reasons for being successful influencers. Teacher references: Morgan, pp. 519-523; Blum and Naylor, Chap. 14; Megginson, Chap. 22.
C. The Hawthorne studies	Probably the most significant results of the Hawthorne studies are the facts that (1) worker behavior is affected by factors outside the job more than by those on the job itself, and that (2) workers organize into informal social groups. Discuss the series of experiments that comprise the Hawthorne studies and their importance to industrial psychology. Teacher reference: Blum and Naylor, Chap. 10.

SUGGESTIONS FOR CASE PROBLEMS

Strauss and Sayles, Problem 2. The Old Girls, pp. 89-90.
Strauss and Sayles, Problem 3. New Against Old, pp. 90-91.
Flippo, Case Problem. The Company Queen, pp. 538-539.

Lesson 5

The Business Organization and the Individual

OBJECTIVE

To give students an understanding of the impact of the business organization on the individual

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. The Human Relations Movement	The human relations movement in industry began as a result of the Hawthorne experiments. Discuss the human relations concept in business. It can be defined as the study and practice of utilizing human resources through knowledge and understanding of the activities, attitudes, sentiments, and interrelationships of people at work.
II. Bureaucracies in Business Organization	Discuss the conditions which lead to bureaucracy and the ways in which it affects management.
III. Personality and Organization Structure	Discuss the effects of organization structures on the human personality as seen in the studies of Merton, Weber, Veblen, and Argyris. Teacher references: McFarland, Chap. 19; Megginson, Chap. 8.

IV. Leadership Styles	Discuss and contrast the following pairs of leadership types that exist within any organized group: (1) authoritarian and democratic, (2) formal and informal, and (3) organizational and personal. Teacher reference: McFarland, Chap. 16.

SUGGESTIONS FOR CASE PROBLEMS

Megginson, Case Problem II-2. The Sensitive Supervisor, pp. 176-178.
Megginson, Case Problem II-3. The Desk, pp. 178-179.
Megginson, Case Problem VI-1. The First Sergeant, pp. 621-622.

Lesson 6

Role of the Supervisor

OBJECTIVE

To give students an understanding of the supervisor's role in organizational behavior

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. Changing Concepts of Supervision	Supervision is the art of working with a group of people and exercising authority over them in such a way as to achieve their greatest combined effectiveness in getting work done. It includes the planning of work and involves securing actual performance that approximates, as closely as possible, desired performance. Discuss the role of the supervisor and the changes in this role in the past 50 years.
II. Supervisory Relationships	In any supervisory position there are separate sets of interactions and interrelationships which require the supervisor to play many different roles.
A. Personal relationship	The supervisor today must be a specialist in dealing with human beings, in addition to being familiar with the technical aspects of his job.

B. Relationship with peer group

The supervisor also has a relationship with his fellow supervisors that is based largely upon friendship. He considers them to be peers and requires their approval and acceptance. Understanding of this relationship is important to an understanding of his behavior on the job, because his need for their approval is very strong.

C. Relationship with subordinates

Having attitudes that win cooperation from employees makes the supervisor a leader rather than a boss. He must know how to treat subordinates as human beings, to be one of them without losing his status as a supervisor.

D. Relationship with superiors

The supervisor must also have an upward orientation toward the demands of his superiors. He has the duty of carrying out his responsibility to his immediate superior in a loyal, enthusiastic, and sincere way to achieve the goals of the organization. He must also interact properly with functional staff managers.

E. Relationship with the wider culture

This includes relationships with labor unions and government representatives. He must also accept and adapt to technological and social changes.

III. Supervisory Responsibilities

For the supervisor a dual responsibility exists: to both his superiors and his subordinates.

A. Responsibilities to superiors

The supervisor's responsibilities to his superiors include the following:

- Ascertain and carry out what management wants done.
- Keep superiors informed of what his department is doing.
- Accept full responsibility for the work in the department.
- Refer to superiors promptly matters requiring their attention.
- Interpret the employees' needs to management and management's needs to employees.

B. Obligations to subordinates

His responsibilities to his subordinates include the following:

- Help new workers get started correctly.
- Train subordinates to assume greater responsibility.
- Evaluate employees periodically and recommend promotions, transfers, dismissals, and salary adjustments.
- Commend, encourage, and give credit for work well done.
- Delegate responsibility and develop understudies.
- Develop harmony, cooperation, and teamwork.
- Build and maintain employee morale.
- Maintain discipline, control absenteeism, and develop punctuality.
- Take a personal interest in employees without partiality.

Teacher references: Megginson, Chap. 10; McFarland, Chap. 25.

SUGGESTIONS FOR CASE PROBLEMS

Megginson, Case Problem III-1. The Crisscrossed Secretaries, pp. 241-243.
Megginson, Case Problem III-2. Line, Staff, or Functional Authority, pp. 243-245.
Megginson, Case Problem III-3. Roy Ware, pp. 245-247.
Megginson, Case Problem III-4. The Continental Company, pp. 247-248.

Lesson 7

Problems of Motivation

OBJECTIVE

To give students an understanding of the problems involved in motivating employees

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. Theories of Motivation	Discuss with students the prevailing theories of motivation.
A. Maslow's needs hierarchy theory B. McGregor's "Theory Y" C. Herzberg's satisfiers and dissatisfiers theory	Motivation refers to why people want things and try to get them. When one knows the motives of a worker it is easier to understand his behavior. To develop the proper motivation the supervisor must help the employee satisfy his needs.
D. McClelland's achievement theory	Teacher references: Megginson, pp. 545-547; McGregor, Chaps. 3 and 4; Blum and Naylor, Chap. 11.
II. Determining Employee Needs	Not all needs are work motivators. The successful supervisor needs empathy to perceive the needs of his subordinates. Discuss employee needs and the difficulty of determining them.

Teacher references: Megginson, pp. 550-555; Blum and Naylor, pp. 353-362.

III. Choosing the Appropriate Incentive

Incentives are the conditions which initiate or halt, encourage or discourage, and direct or inhibit human activities.

A. Types of incentives
   1. Material
   2. Nonmaterial

B. Methods of applying incentives

The idea behind incentive wage systems is that the better workers should be rewarded for their extra effort and production. Nonfinancial incentives, such as recognition for a job well done, opportunities for advancement, better human relations, and effective leadership are also important in bringing about higher individual effort among workers.

C. Matching motives and incentives

Discuss the effectiveness of material and nonmaterial incentives and the considerations in applying incentives to an employee.

Teacher references: Megginson, pp. 555-561; Blum and Naylor, Chap. 12.

SUGGESTIONS FOR CASE PROBLEMS

Megginson, Case Problem VI-4. The Value of Recognition, pp. 625-627.
Megginson, Case Problem VI-5. Bob Jones, pp. 627-629.
Megginson, Case Problem VI-7. Northern Utility Company, pp. 630-631.

Lesson 8

Downward Communication

OBJECTIVE

To give students an understanding of the process and problems of downward communication in a business organization

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. Communicating with Employees	The ability to communicate is one of the manager's most important operational tools.
A. Importance of communication	The communication process is so fundamental to all areas of management that industry could not exist without it. It has been estimated that the typical executive spends approximately three-fourths of his time in communication.
B. Reasons for ineffective communication	Indications of a communication problem are found in all levels of a business. Discuss these problems and the reasons for them with the class.
	Teacher references: Megginson, pp. 525-531.
II. Downward Communication	The burden of communication is directed from the top down. Downward communication helps tie the levels of the organization together. It is the role
A. Through normal channels	

B. Rules and policies C. Mass communications D. The grapevine	of the supervisor to decide what his subordinates need to know and to make sure that they get this information regularly. They need it in sufficient quantity, in useful form, and promptly enough to act upon it. Downward communications are highly directive; they initiate actions by subordinates.
III. Barriers to Downward Communication A. Distortions as information passes through many levels B. Bypassing intermediate levels C. Excessively rigid rules D. Feedback missing	Successful communication does not take place automatically whenever two people get together. The basic problem in communication is that the meaning which is actually received by one person may not be what the other intended to send. The speaker and the listener are two separate individuals living in different worlds; any number of things can happen to distort the messages that pass between them. Discuss with students the elements of downward communication and the barriers to achieving effective communication. Teacher references: McFarland, Chap. 24; Megginson, Chap. 23; Sigband, pp. 516-531.

SUGGESTIONS FOR CASE PROBLEMS

Megginson, Case Problem VI-3.	Communications: Quo Vadis, pp. 624-625.
Strauss and Sayles, Problem 1.	Welcome Aboard, pp. 224-225.
Strauss and Sayles, Problem 2.	Disappearing Furniture, p. 225.
Strauss and Sayles, Problem 3.	Fair Employment Policy, p. 225.
Strauss and Sayles, Problem 2.	The Extra Half Plum, pp. 239-240.

Lesson 9

Upward Communication

OBJECTIVE

To give students an understanding of upward communication in a business organization

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. Upward Communication	Communication from subordinate to superior is vitally necessary in an operating organization. Discuss with students what a superior learns from these communications and why they are so important.
A. Purposes	
1. Obtaining information 2. Maintaining morale	
B. Difficulties	Upward communication exists to the degree that it is permitted and encouraged by the superior executive. Knowing how to encourage adequate upward communication is a basic responsibility of the supervisor. Knowing how and when to communicate and what to communicate in an upward direction is the responsibility of every employee.
1. Covering up 2. Status problems 3. Failure to encourage questions	
II. Improving Upward Communications	There are many avenues through which management can send messages downward through a business organization. But there are few avenues for movement of information in the upward direction. People in all phases of business need to feel free to talk to their superiors and to know they will be met with sympathetic understanding. Management must utilize all sources of information available.
A. The open door B. Attitude surveys C. Committees D. Suggestion systems	

Teacher references: McFarland, Chap. 24; Megginson, Chap. 23; Sigband, pp. 491-504 and 566-576.

SUGGESTION FOR CASE PROBLEM

Strauss and Sayles, Problem 1. Interviewing Drill, pp. 238-239.

Lesson 10

Listening

OBJECTIVE

To give students an understanding of listening as a management tool

CONTENT OUTLINE	TEACHING SUGGESTIONS AND REFERENCES
I. Listening--A Vital Area of Communication A. Listen for facts, feelings, and fancy. B. Listen actively. C. Listen objectively. D. Listen analytically. E. Listen to and observe the speaker's nonverbal communication. F. Listen with empathy.	Because most of us do not listen very well, we encounter communication problems. Discuss with students what is involved in listening and the barriers to effective listening. The effective supervisor must listen in many different ways so that he understands what the communicator says, implies, insinuates, desires, and hopes. The successful listener listens for facts, for feelings, for fancy.
II. Barriers to Effective Listening A. Lack of concentration B. Emotions	A good listener gains information, understanding of others, and cooperation.
III. Guides to Good Listening A. Find area of interest. B. Judge content, not delivery. C. Hold your fire. D. Listen for ideas. E. Be flexible. F. Work at listening. G. Resist distractions. H. Exercise your mind. I. Keep your mind open.	A good listener fights distractions and works at listening. Everyone has emotional deaf spots and must watch for them. Good listening is an art, but anyone can acquire it with concentration and practice. The most important thing is to realize that listening is an active process. We cannot sit back and listen; we need to sit up and listen. A good listener's mind is

alert; his face and posture reflect this fact. He also shows his interest by questions and comments which encourage the speaker to express his ideas fully.

The good listener listens for the main ideas. As facts are spoken to him, he weighs one against the other. He tries to recognize the relationship of one to another. He goes after ideas, not a series of memorized facts.

Teacher references: Sigband, pp. 23-29 and 609-615.

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